

Pupil Premium Grant - Closing the Attainment Gap for Disadvantaged Pupils

THE HUB SCHOOL



Transforming Lives

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Contents

1. Rationale.....	2
2. Aims.....	2
3. What is the Pupil Premium Grant (PPG).....	2
4. Allocation of Funding.....	3
5. Overview of the Hub School support structure.....	4
6. Role of the Governing Body.....	4

This policy is to be read in conjunction with the following The Hub School Policy:

- Previously Looked After Child Education Policy

1. Rationale

The Hub School is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness and an inclusive ethos. In pursuit of this, and with regard to the education of pupils identified as Disadvantaged Pupils, The Hub School is committed to working to overcome socio-economic factors – or any other external factor – which may hinder pupil progress attainment, and ultimately affect life chances.

2. Aims

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum through the use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

3. What is the Pupil Premium Grant (PPG)?

The Pupil Premium Grant began in 2011 for children eligible for free school meals, children whose parents serve in the armed forces and looked after children; its purpose was to close the attainment gap between these groups and their peers. In 2013 the DfE introduced Pupil Premium Plus for looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life.

3.1 Is your child eligible?

The Pupil Premium Grant (PPG) is allocated by the government to school in relation to the defined Disadvantaged Pupils cohort.

Definition of 'Disadvantaged Pupils':

This term refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

Source: Ofsted School Inspection Handbook (p25, footnote 43)

Pupil Premium funding is a key and integral part of the resource base that helps maintain the inclusive ethos and agenda of The Hub School.

4. Allocation of Funding

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

The Pupil Premium Grant is not allocated on the basis of a being a personal budget for individual children. It is the responsibility of the school to manage the Pupil Premium allocation for the benefit of this group. As such, there is scope for Pupil Premium funding to be utilised in a variety of different ways in terms of individual, group and school wide initiatives.

Some funding will be allocated from the overall Pupil Premium budget for the provision of additional staff who will provide additional services in school. This funding will also support a universal entitlement to these services. All funding allocated in this way will be calculated on a pro rata basis amongst all of the pupils in receipt of the Pupil Premium Grant.

4.1 The Hub School's use of the Pupil Premium Grant:

Examples of ways in which The Hub School spend their PPG include:

- Extra one-to-one or small-group support for children/young people within the classroom.
- Employing extra teaching assistants to work with classes.
- Reduced class sizes.
- Nurture Group and Personalised Pathway Programmes.
- Running catch-up intervention sessions during school time or after school, for example for children/young people who need extra help with maths or English.
- Providing extra tuition for able children.
- Funding educational trips and visits including residential learning opportunities.
- Subsidising pupil contributions for inside and outside classroom learning experiences.
- Providing revision support materials.
- Supporting sporting opportunities.
- Supporting emotional literacy and emotion regulation (ELSA)
- Investing in resources that boost children's learning, such as laptops/tablets, materials to be used in 1 to 1 and/or intervention sessions.
- Purchase of shoes and school uniform, including a PE kit.

Often, all of the children in a class will reap some benefit from how the school spends its pupil premium: for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support.

4.2 When considering how the PPG is spent, The Hub School will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Use the latest evidence based research² on proven strategies which work to close the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Use the support of outside agencies either as part of an already purchased package or additional support as appropriate.
- Recognise the fact that disadvantaged children are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use the Pupil Premium for all groups not just those taking examinations at the end of the year.
- Be mindful of the fact that eligibility for pupil premium funding does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

5. Overview of The Hub School Support Structure(s) for Disadvantaged Pupils

The team in school with oversight of this group of young people comprises of:

- Sarah Taylor-Jones (Disadvantaged Pupils Champion)
- Teacher in Charge (Safeguarding)
- PPG Governor

In the first instance, any day to day queries relating to this would be directed to Miss Sarah Taylor-Jones

The Disadvantaged Pupils cohort is directly supported through the overarching The Hub School 'Disadvantaged Pupil' structure which is overseen and managed by the Special educational needs co-ordinator and The Hub School Disadvantaged Pupils Champion (Sarah Taylor-Jones) which involves the routine and ongoing monitoring of this cohort in terms of progress in school across areas such as academic attainment / progress, attendance, additional needs, pastoral care, engagement with learning etc.

The teacher in Charge (Safeguarding) and The Hub School Disadvantaged Pupils Champion work closely and collaboratively to ensure that, at a strategic and operational level within school, the needs of this cohort are identified and met and that a holistic approach is adopted. This approach is predicated upon establishing and maintaining a mutually supportive, open, transparent and positive relationship with parents / carers and any professionals and partner agencies involved working together in the best interests of the child.

6. The Role of the Governing Body

The designated link governors for Disadvantaged Pupils/Pupil Premium will act on behalf of the governors to monitor and review the progress and impact of PPG. This will involve regular meetings with the Disadvantaged Pupils Champion and the teacher in charge to evaluate impact on progress and attainment; evaluating reports; participating in discussions with pupils, where appropriate, with a focus on learning and success.

1. Children with parents in the Armed Forces since January 2013 (referred to as Ever 6 service children)
Source: Education and Skills Funding Agency: The Pupil Premium 2018 to 2019: Conditions of Grant Guidance (October 2018)

2. Such as The Sutton Trust _ Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <http://www.york.ac.uk/iee/> which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice